



ARIZONA DEPARTMENT OF EDUCATION
Tom Horne, Superintendent of Public Instruction

LOCAL DIRECTORS MEETING

Prescott Resort

November 16, 2005

Welcome

Milton D. Ericksen

BattleBots

Mark Weathers

ADE Announcements and Recognitions

Milton D. Ericksen

ACOVA Update

Tony Maldonado

ACTE Update

Pam Ferguson

The Need for CTE Literacy Coaches

**Kerry Budinger, Mary Gooch, Ann
Tebo, Kathy Hogen and Nori Cannell**

**CTE Delivery System Old Model v.
New Delivery System**

Helen Bootsma

**Personalizing Your School
Environment Summit**

Maxine Daly

**CTE Advisory Committee Internship
Recommendation**

**Jim Brown
Barbara Border**

BREAK

25 Minute Rotation Schedule (Choose 3 of 4)

1st 2:30 pm to 2:55 pm

2nd 3:00 pm to 3:25 pm

3rd 3:30 pm to 3:55 pm

1. The Need for CTE Literacy Coaches

**Kerry Budinger, Mary Gooch, Ann
Tebo, Kathy Hogen and Nori Cannell**

**2. CTE Delivery System Old Model v.
New Delivery System**

Helen Bootsma

**3. Personalizing Your School
Environment Summit**

Maxine Daly

**4. CTE Advisory Committee
Internship Recommendation**

**Jim Brown
Barbara Border**

Local Director Contact Information Form

First Name _____

Last Name _____

Email Address _____

Position _____

Organization _____

District _____

CTDS _____

Department _____

Mailing Address _____

City _____

State _____

Zip Code _____

Phone _____

Extension _____

Fax Number _____

County _____

Name of person you replaced _____

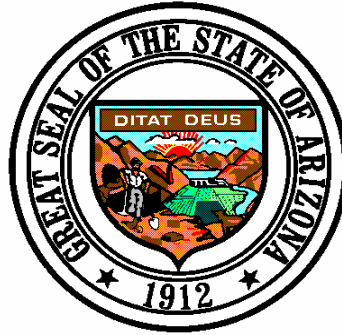
If Mailing Address is a PO Box Number, Fill This Section

Physical Address _____

City _____

State _____

Zip Code _____



THIS CERTIFICATE VERIFIES THAT

*has attended the Local Directors/Administrators Meeting on November 16, 2005
for 3.5 hours of training in cooperation with the Career and Technical Education at the
Arizona Department of Education.*

Milton D. Ericksen

***Milton D. Ericksen
State Director***



3-7-31: Together We Can Get It Done!

Innovative and Exemplary Programs has designed three High School Renewal Summits based on the **3 Core Areas** of:

Breaking Ranks II: Strategies for Leading High School Reform

Reserve these dates now for these upcoming “**Don’t Miss**” events. Invest in Yourself! Invest in Your School! Invest in Your Students! Assure Arizona’s Future!

April 30—May 2, 2006

Location: Sheraton Tucson Hotel & Suites

**Collaborative Leadership, Professional
Learning Communities Summit**

&

**2nd Annual Spotlight on Success Awards
Dinner**

An introduction to Breaking Ranks II will be given as a pre-conference workshop on Sunday from 3:00 p.m. – 4:30 p.m. All three summits will begin at 5 p.m. on a Sunday evening with a General Session and Networking Reception, and conclude by 5 p.m. on the following Monday afternoon *. Nationally recognized educational leaders, as well as Arizona’s own “stars”, will enlighten and challenge you to “Get it Done”. You will be provided tools that you can use to make the “magic” happen in your school and classroom.

* - Schedule will vary for the April 30—May 2, 2006 summit.

Address Correction Required

Arizona Department of Education
1535 West Jefferson, Bin 32
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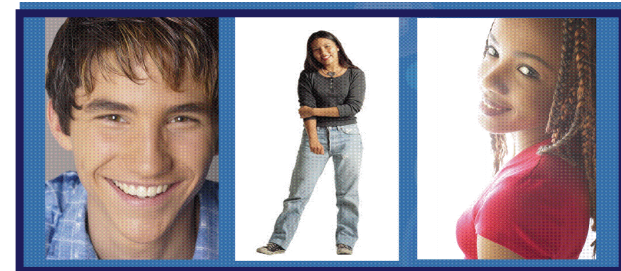
Personalizing Your School Environment Summit

*Sunday, December 4, 2005
&*

Monday, December 5, 2005

Prescott Resort & Conference Center

*1500 Highway 69
Prescott, AZ 86301*



Closing the Achievement Gap for Arizona's Students



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction



**Superintendent of
Public Instruction**

Tom Horne

"It is critical that Arizona's high school graduates be prepared for post-secondary options, which include higher education, the workplace or careers. We can improve our graduation rate and student successes by:

- ◆ providing our secondary students with rich, content based curricula which includes career and technical education and the arts;
- ◆ implementing data-driven decision making in order to improve academic achievement and to close the achievement gap;
- ◆ strengthening high school literacy;
- ◆ increasing the rigor of high school course offerings by increasing access to Advanced Placement and/or International Baccalaureate programs;
- ◆ developing strong intervention programs to assist all students in meeting and exceeding the State's Standards;
- ◆ disseminating and recognizing successful secondary practices and models in Arizona's unique, diverse school environments."

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**Personalizing Your School
Environment Summit**

The Innovative and Exemplary Programs Unit at the Arizona Department of Education has designed three High School Renewal Summits based on the three Core Areas of Breaking Ranks II: Strategies for Leading High School Reform



Sneak Preview

- ✓ **International Center For Educational Leadership/Model Schools Presenters**
 - ✓ **Smaller Learning Communities**
 - ✓ **Service Learning**
- ✓ **Personal Plans For Progress/Student Advisement**
 - ✓ **Grade 9 And 12 Reinvention**
 - ✓ **Promotion Power/Dropout Prevention**
- ✓ **Impact Of The Arts, Gifted Education, Indian Education**
 - ✓ **Career And Technical Education Programs**
 - ✓ **Charter School Stars**
 - ✓ **Reaching English Language Learners**



Registration Information

Look for this icon!



Registration for this conference is \$180. Online registration begins October 3, 2005. To register, go to www.ade.az.gov, click on the "Calendar of Events" and follow the instructions.

Hotel Information

Prescott Resort & Conference Center
1500 Highway 69
Prescott, AZ 86301
\$60- \$120 conference rate
Phone: 1-800-967-4637

***Remember to mention you are attending the
 AZHSRI Personalizing Your School Environment to
 obtain conference rate.**

Tentative Conference Agenda

Sunday, December 4, 2005

1:00 pm - 5:00pm	Registration
3:00pm - 4:30 pm	Pre-conference Sessions <u>Session I</u> Breaking Ranks II/ High School Renewal <u>Session II</u> TBA
5:00pm - 6:00pm	Opening General Session
6:00pm - 8:00pm	Networking Reception

Monday, December 5, 2005

7:00am - 8:00am	Registration & Continental Breakfast
8:00 am - 9:00 am	Opening General Session
9:10 am - 10:20 am	Breakout Session One
10:30 am - 11:40 pm	Breakout Session Two
12:00 pm - 1:30 pm	Lunch with Keynote Speaker
1:40 pm - 2:50 pm	Breakout Session Three
3:00 pm - 4:00 pm	Breakout Session Four
4:10 pm—5:00 pm	Closing General Session

Arizona Department of Education
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Phoenix, AZ 85007
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602 542-3100 fax

CTE Internship

The following actions have been taken on this initiative:

- **May 6, 2005 CTE Advisory Committee Meeting Minutes (excerpt) -**

A proposal was presented that all Arizona high school students have access to a work-based learning program and that all CTE programs include an internship program of some type. The sub-committee will investigate and clarify the purpose of internship programs – capstone or exploratory, criteria for what the program will include, the cost and where the money will come from, legislative and/or State Board language/approval, timeline, legal ramifications (if any) concerning internships and preview the Peoria USD model - then report progress at the next meeting.

- **July 18, 2005 CTE Advisory Committee Meeting Minutes (excerpt) -**

The Internship Committee met on June 8, 2005 and discussed each bullet point in the committee report. The Advisory Committee members discussed the content and decided more research would need to be conducted. The Internship Committee will research additional questions.

- **October 14, 2005 CTE Advisory Committee Meeting Minutes (excerpt) -**

A summary of the Internship Committee work to date was introduced and stated that the Career and Technical Education (CTE) Advisory Committee accept the concept of internships as a course option for work-based learning in each CTE program and that the CTE Advisory Committee present the concept to the Arizona Board of Education (ADE) in January 2006. Prior to submission to the Board of Education, the ADE CTE Section will present the concept to the Local Directors in November 2005, at the meeting in Prescott, AZ. Implementation criteria feedback from Local Directors will be solicited at that time. The motion was seconded and approved.

Next steps for this initiative:

- **November 16, 2005 Local Director meeting**

- Implementation criteria and feedback will be solicited from Local Directors.
- ADE CTE staff will compile the feedback.

- **Next scheduled CTE Advisory Committee meeting**

- CTE Advisory Committee will review the internship proposal and compilation of feedback. The proposal will include a timeline for implementation.
- Upon approval by CTE Advisory Committee the proposal will be finalized for presentation to the Arizona Board of Education for approval.

CTE Internship

Concept approved by the CTE Advisory Committee
to the Arizona Board of Education October 14, 2005

Proposal for Consideration

- An internship provides students with the opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed Career and Technical Education (CTE) knowledge and skills. The CTE Internship will be for students who are classified as seniors (12th grade) and at least 16 years of age. This internship normally begins during the summer months between the student's junior and senior year. Students must have completed at least one Carnegie unit of Career Preparation (Level III) instruction in a CTE program prior to enrollment in an internship. The internship must be directly related to the CTE program where the credit(s) was earned. The intern may be paid or un-paid.
- The internship will:
 - Be supervised by a teacher who has a valid CTE certificate in any program area. The teacher is expected to:
 - Establish the internship location which includes a relationship with a mentor for the intern.
 - Facilitate the development of student training agreements approved by the student, business, teacher, and parent/guardian.
 - Work with the industry to establish standards and criteria for the student to include dress and behavior.
 - Make regular on-site supervisory visits
 - Evaluate student performance in accordance with the training agreements and other related materials.
 - Consist of a minimum of 63 hours of work based and or classroom instruction per .5 Carnegie units.
 - Include a variety of activities which expose the student to as much of the industry as possible. Note: Every effort should be made to include job-shadowing which will allow the student exposure to different areas in the work environment.
 - Not replace a paid employee if the internship is un-paid.
- Funds to support the internship will be the same as any other CTE course.
 - LEA will report the internship as a course and part of the Average Daily Membership (ADM) and receive the same Maintenance and Operation (M&O) funding as any other high school course.
 - LEA will report the enrollment in the internship course on the VOCI 21 40th and 100th day report to Arizona Department of Education CTE Division. CTE funding to support the internship will be the same as any other approved CTE course.
- Arizona Education Code Title 15 ARTICLE 1. GENERAL PROVISIONS FOR SCHOOL DISTRICT BUDGETS, 15-901 (A) 1 & 2 describe Average Daily Membership (ADM). An internship meets all of the requirements for ADM.

Targeted Dates for Release of Final CTE Standards

CTE Program Name	Target Date
Automotive Technologies	1/15/2006
Information Technology	1/15/2006
Nursing Services	1/15/2006
Financial Services	1/15/2006
Allied Health Services	2/15/2006
Design and Merchandising	2/15/2006
Drafting & Design Technologies	2/15/2006
Education Professions	2/15/2006
Graphic Communications	2/15/2006
Accounting & Related Services	3/15/2006
Electronic Technology	3/15/2006
Hospitality Management	3/15/2006
Business Management & Administrative Services	4/15/2006
Construction Technologies	4/15/2006
Cosmetology	4/15/2006
Early Childhood Education	4/15/2006
Marketing, Management, & Entrepreneurship	5/15/2006
Law, Public Safety & Security	5/15/2006
Welding Technology	5/15/2006
Culinary Arts	6/15/2006
Fire Science	6/15/2006
Radio/TV Technology	6/15/2006
Woodworking	6/15/2006

A final draft of the merged list of Standards and Measurement Criteria will be available by the above dates through State Supervisors and on the Tech Prep website. Go to the Home page and click on "Quick Link to CTE Delivery System" and then click on the menu item titled Career Preparation.

Please note: The above dates represent completed work for each program. The final, formatted product will be available by the ACTE Conference (July 2006).



Arizona Department of Education (ADE) Career and Technical Education (CTE) Frequently Asked Questions (FAQ's) for the CTE Delivery System

General Information

- 1-Q. Why is the State CTE Advisory Committee along with the Department of Education leading the change from the existing Vocational Technological Education Model to a new CTE delivery system?
- A. The existing model has been in place since 1987. The Arizona Career and Technical Education Delivery System Project Report recommended examining the existing model. The changes are necessary to raise the level of rigor and relevance in preparing Arizona students for workforce success.
- 2-Q. When will schools be expected to implement the new CTE delivery system?
- A. According to the action taken by the State Board of Education on March 28, 2005, the new CTE delivery system will be implemented in school year 2007-2008.
- 3-Q. Is the Arizona Career and Technical Education Delivery System Project Report on the web?
- A. Yes. It is available at <http://www.ade.az.gov/cte/WhatsNew/CTEdeliveryreport.pdf>.
- 4-Q. What are the summary recommendations in the Arizona Career and Technical Education Delivery System Project Report?
- A. Summary Recommendations are listed on pages x and xi in the Arizona Career and Technical Education Delivery System Project Report and below:
- a. Develop, with input of all stakeholders, a shared vision and a clear and compelling mission statement. Disseminate widely and use consistently in all communications.
 - b. Increase the access to CTE for more students.
 - c. Eliminate the mandate for the current three levels for the Arizona CTE delivery model. Replace with a set of competencies that are industry determined, reflect the national career clusters, and span grade levels into postsecondary studies. Information is available at <http://www.careerclusters.org>.
 - d. Institute a system of technical assessments for CTE.
 - e. Integrate CTE into the mainstream of high school education in Arizona by strengthening the academic and technical rigor of CTE curriculum and instruction.
- 5-Q. What are the specific sources for answers in this set of FAQ's?
- A. The following sources were used:
- a. Carl D. Perkins Vocational Technical Education Act of 1998 P.L. 105-332
 - b. Arizona Career and Technical Education Delivery System Project Report April 2003
 - c. Arizona State Board of Education Decisions

- d. Road Map for the Future of Career and Technical Education meetings conducted in 2003 and 2004
- e. Arizona High School Renewal and Improvement Initiative: Report on Regional Focus Groups January 2005

CTE Course Content/Sequence

- 6-Q. May Career Preparation standards be delivered by rotating students by quarter through various courses?
- A. Yes. Enrollment may be reported by nine weeks and will identify the number of minutes taught each week and include the name of the teacher along with other reporting information.
- 7-Q. May the current Level II courses be renamed Workplace Skills-Business or Workplace Skills-Industrial Technology to continue delivering the standards in a broad based context?
- A. No. The workplace skills standards are expected to be taught in the context of each Career Preparation program.
- 8-Q. Will the curriculum framework design process for the CTE programs change?
- A. No. The process is a result of two studies sponsored by ADE in the last five years. The process supports the long term strategies for CTE in Arizona and the State CTE Advisory Committee goals. The current process includes:
- a. Identifying national industry skill standards
 - b. Identifying industry recognized assessments/certificates (local and national)
 - c. Developing a design team consisting of a significant majority of industry representation
 - d. Soliciting industry and education representative feedback to validate all the components of the curriculum framework
 - e. Increasing technical and academic rigor by applying higher order skills to program competencies/indicators
 - f. Applying Arizona Academic Standards to program competencies and identifying appropriate Performance Objectives that support improved academic attainment
- 9-Q. Why is the CTE terminology in the curriculum framework changing from competencies to standards and measurement criteria?
- A. The CTE terminology has been changed to standards and measurement criteria to provide language that reflects the knowledge/skills/abilities required within CTE programs. The new CTE terminology aligns with verbiage used in state and nation curriculum products. The new CTE terminology also sends a message to all stakeholders of the importance of these standards and the necessary measurable criteria required to successfully attaining these CTE standards.
- 10-Q. What is the new definition of a CTE standard that is used in the new curriculum framework?
- A. The new definition of a CTE standard is very similar to the old definition of a competency. For many years, the CTE Section has used the following definition of a competency, "An educational construct/concept derived from a workplace task, knowledge, skill or ability requirements." The CTE standard definition will be as follows, "A clear and concise description of the knowledge, skill or ability that students need to attain for workforce success and continuous learning."

11-Q. What is the new definition of the term “measurement criteria” that is used in the new curriculum framework?

A. The measurement criteria define the skill level or quality of specific tasks necessary for students to attain the standard. Classroom instruction will address all measurement criteria since the technical assessment(s) will be based on the measurement criteria.

12-Q. Will districts need to revise curriculum for their CTE programs?

A. Yes. When the new curriculum framework is available, the district will need to review and modify as needed.

13-Q. Should Career Exploration be offered in the context of specific occupations (i.e. industrial technology or family and consumer sciences)?

A. No. The purpose of Career Exploration is to provide students with the skills to research careers as identified in the Career Clusters.

14-Q. May Career Preparation standards be combined with existing academic courses at the high school level?

A. As long as the program has all the essential elements to maintain CTE program approval, the district has the flexibility to design Career Preparation courses as it chooses.

15-Q. What will happen to the existing Level II competencies?

A. Curriculum Design Teams will review all the Level II competencies. Design Teams will identify the competencies appropriate for Career Preparation courses. Some of the Level II competencies have already been incorporated into Career Exploration.

16-Q. If Level II courses become Career Preparation courses, will the standards be tracked to include the former Level II competencies or something else?

A. Once the Design Teams decide which Level II competencies move into Career Preparation, students will be assessed on those Career Preparation standards.

17-Q. If schools have a block system delivering two Carnegie Units, can all the Career Preparation standards be delivered in one year?

A. Even with the increased emphasis on relevant Career Exploration for all students before entering high school, it is unlikely students can master the standards for a CTE program with two Carnegie Units of instruction. The new frameworks will include additional academic and Career Preparation skills that will require additional classroom time.

18-Q. What will be required for districts to comply with the coherent sequence in the Basic Grant for a CTE program to be approved?

A. Districts must satisfy the coherent sequence of instruction listed in the 2007 Handbook for the CTE program. Programs will be measured on performance in the new CTE delivery system. This requires programs to have annual enrollment, concentrators, completers and placements in reasonable numbers for the size of the program. The 2005 OVAE Monitoring Report included a recommendation that CTE strengthen the current use of performance results to include more than just the current Arizona size, scope and quality guidelines. Specifically, quality should consider both the raw numbers and percentages in measuring program performance.

- 19-Q. What is the biggest impact of merging Levels II and III on local course sequences?
- A. Career Preparation courses will be expected to teach all standards and measurement criteria within the context of each career. The time previously devoted to Level II instruction will become part of the Career Preparation sequence reported with the program CIP number.
- 20-Q. Will districts be allowed to continue delivering existing Level II competencies in school year 2007-2008?
- A. No. All existing Level II competencies are being merged into Career Preparation standards.
- 21-Q. May Carnegie Units in Career Exploration be counted for CTE Program Concentrator status?
- A. No.
- 22-Q. Is Career Exploration a required prerequisite course?
- A. A district will be required to describe in their Basic Grant application how Career Exploration is delivered in the district or their feeder district(s). Districts will not report enrollment in Career Exploration courses. The description provided in the Basic Grant application as well as information from site visits will verify that the Career Exploration courses are offered. All students must have access to Career Exploration, even though a student may enter a Career Preparation program without having taken a Career Exploration course.
- 23-Q. May a single magnet school deliver Career Exploration?
- A. Yes. Districts will be required to provide appropriate documentation for marketing/promoting Career Exploration to all students, adequate district transportation and flexible scheduling for maximum participation in Career Exploration.
- 24-Q. Is there research to support Career Exploration standards?
- A. Yes. Information on research-based practices is available at www.leadered.com. The International Center for Leadership has prepared case studies of successful model programs that utilize Career Exploration to engage students prior to high school and during 9th grade. A rationale paper for Career Exploration was prepared within the Career Exploration project and is posted on the CTE website at <http://www.ade.az.gov/cte/CurrFramework/RationaleCareerExploration10-11-05.pdf>.
- 25-Q. May Career Preparation courses be taught at the 9th to 12th grade level?
- A. Yes.
- 26-Q. Will students be required to complete Career Exploration before they begin Career Preparation courses?
- A. No. Completing the Career Exploration standards will give the student more focus prior to beginning Career Preparation courses. At the present time, the requirement is for a program to offer Career Exploration and make it available to all students. CTE does not intend to verify student participation in Career Exploration as part of the review for concentrator records.
- 27-Q. Will CTE produce models to illustrate how the new CTE delivery system could work?
- A. Yes. We intend to continue discussing with districts potential scenarios for how districts could structure CTE programs in the new CTE delivery system. The discussions will proceed as quickly as feasible, so both CTE and districts can use the information in planning for the future.

28-Q. Is there a State Supervisor for Career Exploration?

- A. Yes. The State Supervisor for Career Exploration and Career Guidance is Susan Mellegard who is also Director of the Arizona Career Resource Network (AzCRN). Program State Supervisors will also provide oversight.

29-Q. How will districts describe coherent sequence of courses in the Basic Grant Application?

- A. The Basic Grant description of a coherent sequence is not expected to change. Schools will still list their local course titles and the CTE equivalent title for each program the school offers. Included in the coherent sequence will be a new component that will capture articulated courses. The information will identify the feeder courses, the articulated school, who is the accountable (home or articulated school) and the articulated enrollment type for those students taking courses off-campus.

30-Q. How does a Joint Technical Education District show that Career Exploration and Career Preparation are jointly delivered between a “feeder” campus and a Joint Technical Education District campus?

- A. Joint Technical Education Districts (JTED) may need to require satellite feeder districts to offer the Career Exploration portion of an approved program. The Career Preparation enrollment and assessments might be offered at both campuses for students enrolled in a CTE program. The JTED and feeder campuses must decide who reports the program courses and performance measures.

Approved Programs

31-Q. What are the components of an approved CTE program?

- A. An approved program must deliver both Career Exploration and Career Preparation courses including all state-designated program standards. The program must offer student work-based participation that involves actual work experience and connects classroom learning to work activities. The State Board of Education on March 28, 2005 approved the following essential elements of an approved program:
- a. Specified on the current CTE Program List
 - b. Program performance is evaluated annually and meets or exceeds established state performance measures
 - c. Taught by an appropriately certified teacher per CTE certification requirements
 - d. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities
 - e. Delivers a coherent sequence of instruction
 - f. Teaches all the state-designated program competencies/standards
 - g. Requires student participation and Career Exploration for 7th to 9th grades

32-Q. How might the Career Exploration standards be delivered? Is there a required length of time?

- A. The standards may be delivered in a single course or integrated into several other courses. However, documentation such as course syllabi or lesson plans must be provided to establish legitimacy of the existence of Career Exploration within a district, in order to render the district eligible for Basic Grant funding. All Career Exploration standards need to be delivered.

33-Q. Will districts be required to submit a plan for their CTE programs to be approved to transition to the new CTE delivery system?

A. Existing programs will continue to be reviewed utilizing the same accountability system that is currently in place. There will be no additional documentation or requirements to be approved into the new CTE delivery system. The agency will still need to document that the programs still have all the essential elements to qualify as a CTE approved program in the new CTE delivery system. Forms of acceptable documentation will continue to be the following:

- a. Basic Grant - coherent sequence and objectives
- b. State Supervisors - technical assistance and program approval
- c. MIS - performance measures data

34-Q Will CTE program size and scope be addressed differently in the new CTE delivery system?

A. No. Sufficient size and scope are defined on pages 110-111 of the August 2006 Guidelines located on the CTE webpage at <http://www.ade.az.gov/cte/API/2006PMGuide.pdf>. At this time, no change in size definition is planned.

35-Q. What is the definition of a CTE Program Concentrator in the new CTE delivery system?

A. A student who leaves secondary education with two Carnegie Units of Career Preparation courses.

36-Q. May a student be called a Program Concentrator in Arizona if they transferred in with two Carnegie Units from another state?

A. Yes. When a student transfers in with credits that can be associated with an active Career Preparation program at an Arizona high school, the credits may be used to report a concentrator.

37-Q. What is the “new” definition of a CTE Program Completer?

A. The definition of a Program Completer will stay the same, but replaces references to Level III with “Career Preparation Completers.” A Program Completer is a concentrator who passes the state-adopted proficiency assessment OR in the absence of a state technical assessment, a concentrator who attains at least 80% of the total Career Preparation standards.

38-Q. If a program has multiple exit points, is a Program Completer required to attain 80% of the total program standards?

A. No. The intent is to eliminate the 80% requirement by offering state-approved assessment options as soon as possible. If the program has multiple exit points, the concentrator becomes a completer by attaining 80% of the standards for an exit point before leaving the program. However, a concentrator doesn't need to complete multiple exit points to be a Program Completer.

39-Q. If a student exits a CTE Program before becoming a concentrator, will the CTE program be penalized?

A. No, unless so many students exit the program before becoming concentrators that the program is unable to produce concentrators. CTE programs are expected to have a certain percentage of students who become concentrators each year. The 2005 OVAE Monitoring Report recommended that Arizona strengthen the current size, scope and quality guidelines.

40-Q. What is an exit point?

A. An exit point is the minimum number of industry validated standards that a student must master to leave the program as a completer. An exit point could be measured by more than one assessment and some programs will have multiple exit points. These will be defined in the future and published. CTE hopes to provide incentive funds to programs that prepare students beyond the minimum. An exit

point must lead to a job with a livable wage in the industry. For example, in Automotive Technologies a student could receive an ASE Certification in Brakes allowing the student to obtain gainful employment.

41-Q. What is a livable wage?

A. A livable wage is defined by State and Federal census and labor information. Sources include the U.S. Census Bureau, Arizona Department of Commerce and the Arizona Department of Economic Security.

42-Q. Can a student whose IEP lists modifications to standard attainment be considered a Program Completer.

A. Yes. The current practice of allowing an IEP student to be counted as a completer under certain circumstances will be continued. If the nature of the disability prevents the student from attaining all standards, the specific requirements to determine that student's completion, as well as justification for those specific requirements, must be defined in the IEP/IVEP.

43-Q. If a program offers multiple exit points, will districts be required to offer all of the exit points?

A. Yes. In order to have an approved program a district must deliver all the state-designated standards and provide instruction for students who choose to attain all the identified exit points within the program options offered at that high school.

44-Q. What constitutes an exit point for Auto Technology?

A. A student who earns two or more credits in Automotive Technology and passes the NOCTI Workplace Readiness Assessment and either the AYES classroom assessment or the ASE examination for Brakes may qualify for gainful employment with these combined credentials. This could be an exit point for the Automotive Technology program.

45-Q. Will districts be rewarded for providing multiple exit points for students who participate in the complete program?

A. CTE hopes to reward programs by paying a higher rate for Program Completers who stay past the first exit point.

46-Q. Do districts have to collect and report any additional information because a CTE program may have more than one exit point?

A. No. The concentrator records currently include assessment information. ADE will use assessment information to identify when students complete more than the minimum expected standards for a program. If the program is not currently collecting and reporting assessment information, this will be new information for the program to collect and report.

47-Q. Will some students be grandfathered or will all students start the new CTE delivery system at the same time? How will ADE monitor records for students who are in the CTE system as they complete their program with Career Preparation courses?

A. Students who complete the Level II competencies prior to the school year 2007-2008 can receive credit for attaining those competencies using transcript data. The review of transcripts always allows the opportunity to combine credits from previous courses. The data quality reviews will assist during the transition.

48-Q. Will union high school districts be required to deliver the Career Exploration standards?

- A. All programs will be expected to offer a coherent sequence of Career Exploration and Career Preparation in order to have an approved program. Union high school districts must be able to document that Career Exploration is occurring at their feeder districts or they must offer a Career Exploration course in the 9th grade or higher. If students did not have the opportunity to participate in a Career Exploration course prior to their high school entrance, Career Exploration standards should be included at the high school level.
- 49-Q. May districts deliver Career Preparation courses according to their own needs?
- A. Yes. They may as long as all of the program standards are taught in a coherent sequence of instruction.
- 50-Q. Should districts plan to deliver some of the common standards that address for example employability skills in one course?
- A. No. There are no common standards across programs. Each CTE program will have specific Career Preparation standards unique to the program.
- 51-Q. Will a CTE program's history in performance measures follow the program into the new delivery system?
- A. Yes. When a program receives a sunset and then a new birth date, there a break in using historical data. If the program is new and has never been sunset, the data starts with the performance measure data submitted. Unless ADE adopts an approval process for existing programs to transition to the new CTE delivery system, it is expected that the historical data will be available for programs to use as they transition to the delivery system.

Professional Development

- 52-Q. Will the CTE Section be providing professional development focusing on changes in CTE curriculum frameworks?
- A. Yes. All stakeholders will have the opportunity to participate in professional development focused on the revised curriculum frameworks. Career Exploration standards were posted on the Tech Prep website in August 2005 for implementation during school year 2007-2008. Career Preparation standards will be posted on the Tech Prep website during summer 2006 with implementation during the school year 2007-2008. Numerous professional development activities for all programs were available beginning with the 2005 CTE Summer Conference. Local, state and federal funding will be used to support professional development activities to improve CTE programs for full implementation to the new CTE delivery system in school year 2007-2008. In addition, districts should utilize local, state and federal funding to support professional development activities for staff training.
- 53-Q. Will the CTE Section be providing technical assistance to CTE teachers on industry validated technical assessments?
- A. Yes. The CTE Section will provide targeted professional development for CTE teachers during school year 2005-2006 and 2006-2007 to assist teachers in preparation for changes related to program expectations.

Teacher Certification

- 54-Q. Will current teacher CTE certification requirements continue under the new CTE delivery system?

- A. Yes. The State Board of Education approved the essential elements of an approved program to include “taught by an appropriately certified teacher per certification requirements” on September 25, 2000 and again on March 28, 2005.

55-Q. What is an appropriately certified CTE teacher?

- A. Appropriate teacher certification for all CTE programs is identified in the 2005 Handbook. CTE certification requirements are available at www.ade.az.gov/certification/requirements.

56-Q. What are the teacher certification requirements for Career Exploration courses?

- A. At least one member of the teaching team must have a CTE certificate. Team teaching may be utilized in Career Exploration within the new CTE delivery system. **A team is defined as more than one teacher. All team members are involved in instruction and coordinate the delivery of the standards.** This information is available in the 2005 Handbook.

57-Q. Are Union HS Districts exempt from the teacher certification requirements for Career Exploration?

- A. No. Union HS Districts who deliver Career Exploration standards will employ a CTE certified teacher to deliver those standards.

58-Q. What are the teacher certification requirements for Career Preparation courses?

- A. Career Preparation courses will be taught by an appropriately certified teacher per CTE certification requirements. The 2005 Handbook identifies CTE certificates appropriate for each program.

59-Q. Will all Career Preparation teachers be required to be appropriately certified for the program to be approved?

- A. Yes. By school year 2007-2008 all Career Preparation teachers will be required to be appropriately certified for program approval. If team teaching is utilized, all members of the team need to be appropriately CTE certified. Teachers with a Standard Secondary certificate should obtain an appropriate provisional CTE certificate. The provisional CTE certificate is valid for two years and renewable for two years. Career Preparation teachers teaching Education Professions will meet the certification requirements as outlined in the 2005 Handbook.

60-Q. If a Level II teacher is not currently CTE certified, what will this teacher be required to do in order to teach Career Preparation courses?

- A. All current Level II teachers assigned to Career Preparation courses will need an appropriate CTE certificate. Those teachers currently holding a Standard Secondary certificate need to obtain an appropriate provisional CTE certificate. The provisional certificate is valid for two years and renewable for two years.

61-Q. Will the current certification requirements for Level II apply to Career Exploration?

- A. No. According to the 2005 Handbook any CTE certificate is allowable for Career Exploration.

62-Q. Will the Structured English Immersion (SEI) endorsement be required for CTE teachers?

- A. Yes. The SEI endorsement is required for all teachers and administrators in Arizona. Information is available at <http://www.ade.az.gov/asd/lep/>.

Funding

63-Q. Will districts receive State funding for 10th grade students enrolled in CTE courses?

- A. No. Schools will not receive funding for 10th grade students under the new CTE delivery system. That would require a change in Session Law. The change would require the support of the Arizona State Board of Education, ADE Administration and the legislature. Without an increase in the state appropriation for the Vocational Block Grant, funding 10th grade students would take funding away from 11th and 12th grade students.
- 64-Q. If a student passes an assessment but does not have two Carnegie Units, can the district get state funding for the student who “tests out”?
- A. No. State enrollment funding is based on “seat time” in an approved CTE program course for students actually enrolled and attending an approved CTE course. [State Block Grant placement funding is paid for concentrators with two or more Carnegie Units.](#)
- 65-Q. Do Career Exploration courses generate State funding?
- A. No.
- 66-Q. May Federal Basic Grant funds be used to support Career Exploration courses?
- A. Federal Basic Grant funds may be used to support Career Exploration courses that include 9th to 12th grade students. Federal funds may also be used to support career awareness activities at 7th and 8th grades. This may not include equipment, supplies and instruction costs. Funds may not be expended below 7th grade. Professional development to support teachers in delivering Career Exploration is a recommended expenditure for local/state/federal funding, and would be appropriate for this current year to begin planning for delivery in the 2007-2008 school year.
- 67-Q. May districts spend State CTE Block Grant funds on 7th and 8th grades?
- A. Yes, State CTE funds may be expended on 7th to 12th grade CTE students, as well as for professional development for teachers in approved CTE program courses. State CTE funds may not be expended below 7th grade.
- 68-Q. How does funding for Career Exploration impact union high school districts and their “feeder districts?”
- A. Federal Perkins funds may not be used to directly support CTE programs at the 7th and 8th grade level. However, the law does allow for career awareness activities. The union and feeder elementary districts may enter into an Intergovernmental Agreement (IGA) to provide Perkins funding to support career awareness activities for 7th and 8th grade, or the union high school district could directly provide services to the feeder elementary districts. For example, Tempe Union High School District employs one full-time staff person to serve Tempe’s elementary feeder districts. A union high school district may elect not to spend either state or federal funds on career awareness activities at their feeder district(s). However, in order for any high school CTE program to be approved, Career Exploration courses must be delivered somewhere in the sequence for that district.
- 69-Q. May JTED member districts use ADM funds to support Career Exploration courses offered in 7th and 8th grades?
- A. According to the HB 2418 JTED funds may be used to support 7th and 8th grade Career Exploration.

Technical Assessments

- 70-Q. What is the timeline for all CTE programs to include technical assessments?

- A. According to the Strategic Goals approved by the Arizona State Board of Education, technical assessments will be implemented in school year 2007-2008.

71-Q. What is the process for the CTE Section to identify appropriate technical assessments?

- A. A draft model to reflect the process to validate technical assessments for CTE programs was published in 2005 and can be found in the Secondary 2006 Guidelines on page 80.

72-Q. May a student “test out” of a CTE course by passing a CTE assessment and still be a Program Concentrator?

- A. The transcript credit for “testing out” of a CTE course will be up to each individual district. All transcribed credits can be counted towards concentration in a CTE program.

73-Q. If a student completes one Carnegie Unit and passes all technical assessments identified for the program, is the student a concentrator who can be reported as a completer?

- A. No. A concentrator must have two Carnegie Units in a CTE Career Preparation program to be included in concentrator reporting.

74-Q. Is Automotive Service Excellence (ASE) certification required for a student to be a Program Completer in an Automotive Technology program?

- A. No. Actual ASE certification requires years of on the job experience. Instead, Arizona is endorsing the NATEF Automotive Youth Educational Systems (AYES) curriculum, which assesses students throughout their classroom experience. Arizona is also endorsing the ASE certification examinations. The AYES curriculum prepares students to sit for the industry-validated ASE examinations if they choose. Students may take classroom AYES assessments, ASE certification examinations, and/or the NOCTI Workplace Readiness Assessments to demonstrate attainment of the Automotive Technology standards leading to an exit point and program completion.

75-Q. Will standard tracking be required for the Career Preparation courses?

- A. As Arizona moves to measuring standard attainment using industry validated technical assessments, competency tracking will no longer be the method to determine if a student has completed a program. Because assessments will be endorsed for programs at different times, some programs will continue to use standard tracking longer than others. Eventually all programs will have a series of assessments from which to choose to measure standard attainment.

76-Q. Since the technical attainment Performance Measure 3.1 requires attaining 80% of the total program standards, must a student pass assessments with an 80% score?

- A. No. Industry-validated assessments define a passing score, which may be higher or lower than 80%. Performance Measure 3.1 will read: x % CTE Program Concentrators who leave secondary education in the reporting year either (1) will pass the state-adopted proficiency assessment(s) OR in the absence of a state proficiency assessment for specific program standards (2) will be documented as attaining at least 80% of the remaining program standards in an approved CTE program.

77-Q. Who is going to pay for technical assessments?

- A. The district, Business and Industry partners and JTED can choose to pay the costs of the assessments that are necessary for successful completion of each program. There are many different courses of action that the districts can take to help offset the costs of the assessments. However, there may be special circumstances that arise such as some special population groups where Basic Grant Funding may be available to assist with the costs of the assessment.

78-Q. What are the options if a student does not want to take an assessment because there is a testing fee?

- A. The state hopes to endorse a variety of cost-effective assessments to measure student attainment. In the event a student is unable to pay the assessment fee, Basic Grant funds may be able to assist some students in paying the fee. Some districts use JTED funds to cover assessment fees. Others are receiving assistance from business and industry partners to cover all or portions of the assessment costs. Since passing the industry-validated assessments are an important part of a student's portfolio in demonstrating workplace competence, all students should be made aware of the value of these achievements.

79-Q. May districts use Basic Grant funds for technical assessments?

- A. Yes. Basic Grant funds may be used to support technical assessments under specific circumstances when those assessments are an integral part of an approved Basic Grant Application. Basic Grant funds may also be used to support assessment expenses for economically disadvantaged students when students are required to pay for their own assessments. Other funding sources should be utilized as well, such as JTED funding, district maintenance and operation funds, business partner support or State Vocational Block Grant funding. If it is the district's practice to pay for all other assessments, the use of the Basic Grant funds to pay for CTE student assessment costs raises questions related to supplanting, which is not allowed under current Perkins law.

80-Q. Will ADE have a statewide contract or agreement for testing services that prescribes dates, locations, costs and a high school point of contact?

- A. No. ADE will publicize relevant information in the ADE Draft Assessment Resource Table posted on the CTE web pages. Some organizations, such as NOCTI, already have a state-designated point of contact and have advertised for sites interested in becoming a designated testing location.

A Call to Action:

*Gaining **Traction***

Road Map

for the Future of
CTE in Arizona

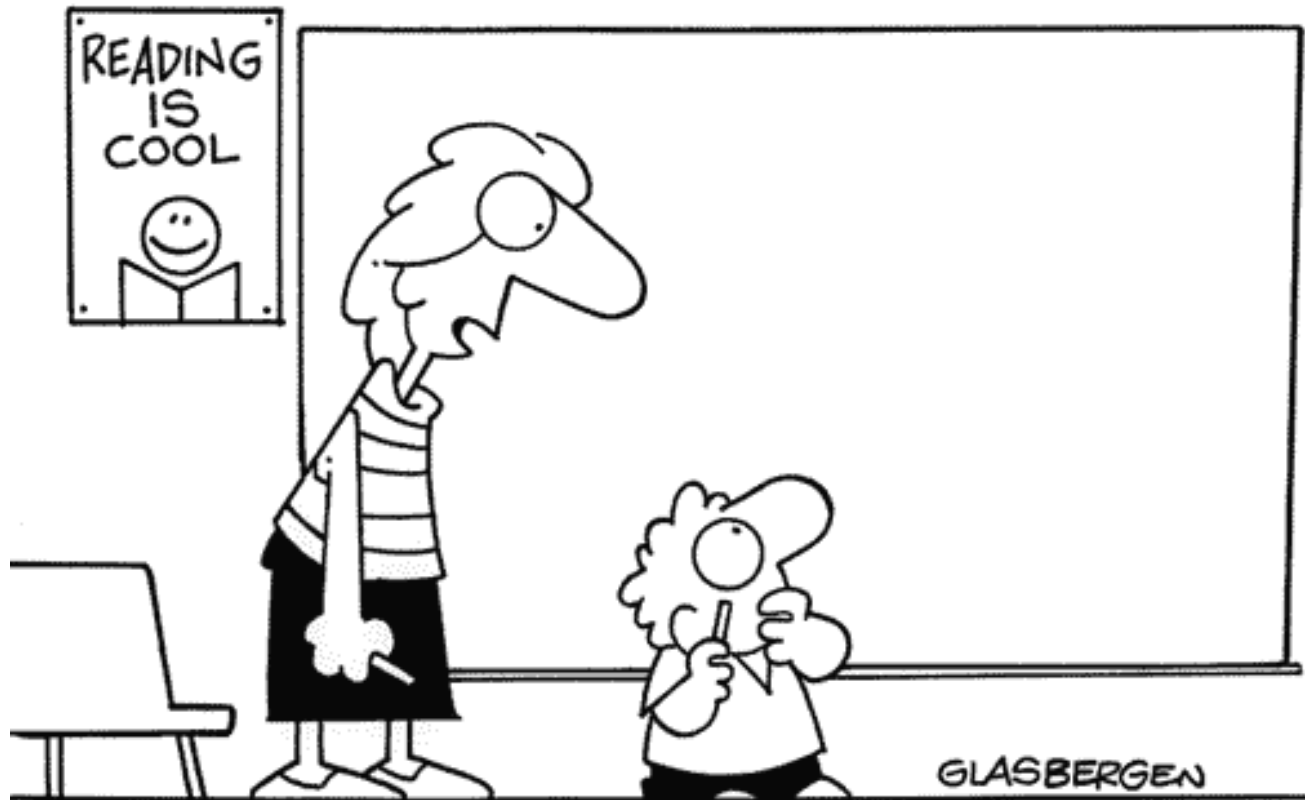
Strategic Goal # 2

***Implement a new
delivery system for CTE
reflecting commitment to
rigor and relevance***

Group Discussion on October 11, 2005

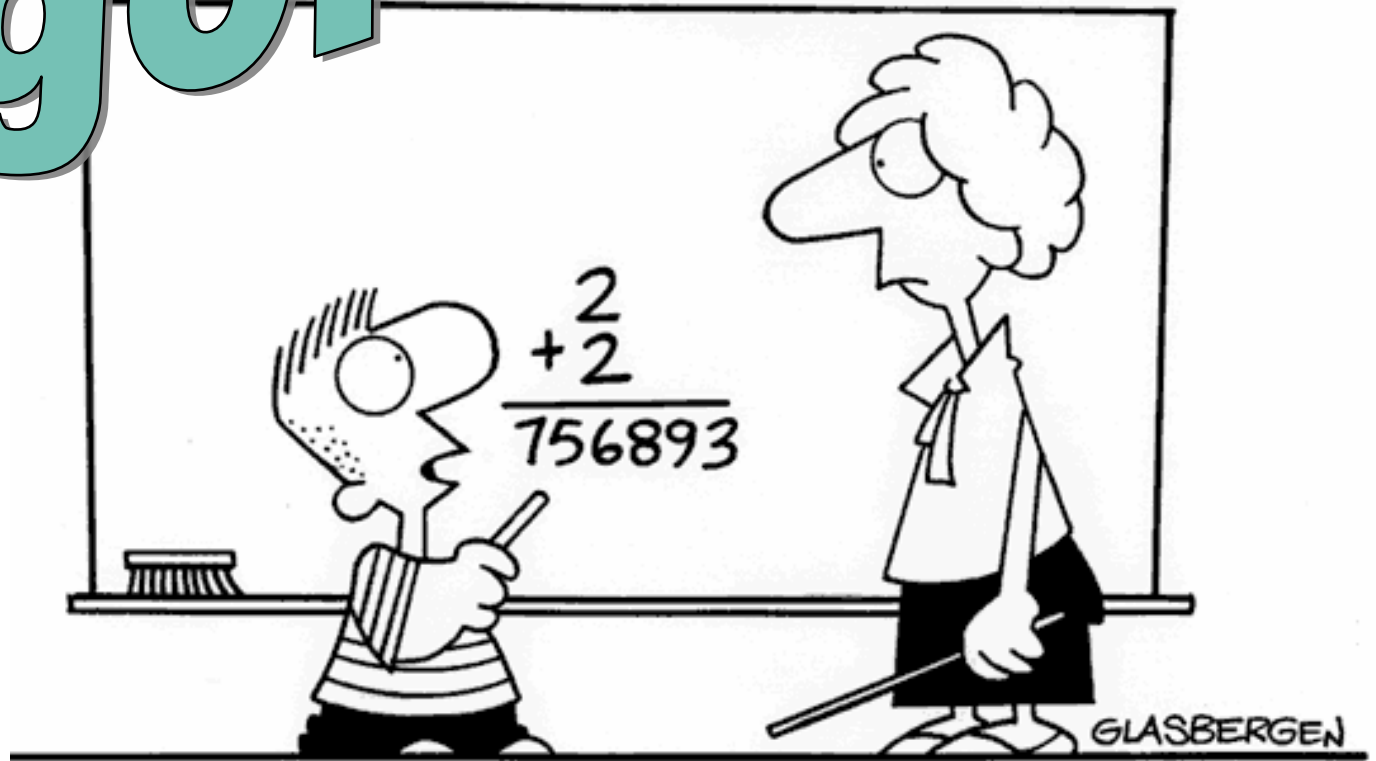
1. What is rigor?
2. What is relevance?
3. What have you been doing to train CTE Teachers on rigor & relevance?
4. What have you been doing to **implement** rigor and relevance?
5. What does it look like in CTE classrooms?

What do you mean by rigor and relevance?



"There aren't any icons to click. It's a chalk board."

Rigor



**“In an increasingly complex world,
sometimes old questions require new answers.”**

**Analysis
Synthesis
Evaluative**

RIGOR

**Challenging
Critique
Appraise**

**Challenge students to stretch their learning
in complex ways and apply knowledge
and skills that they have acquired**

**Adaptation
Unpredictable
Create**

**High Academic
Standards**

prepare students to learn skills that don't even exist

**creating a culture of
high expectation for all students**

Rigorous core curriculum

Impacts student success in transition
to postsecondary and the workplace

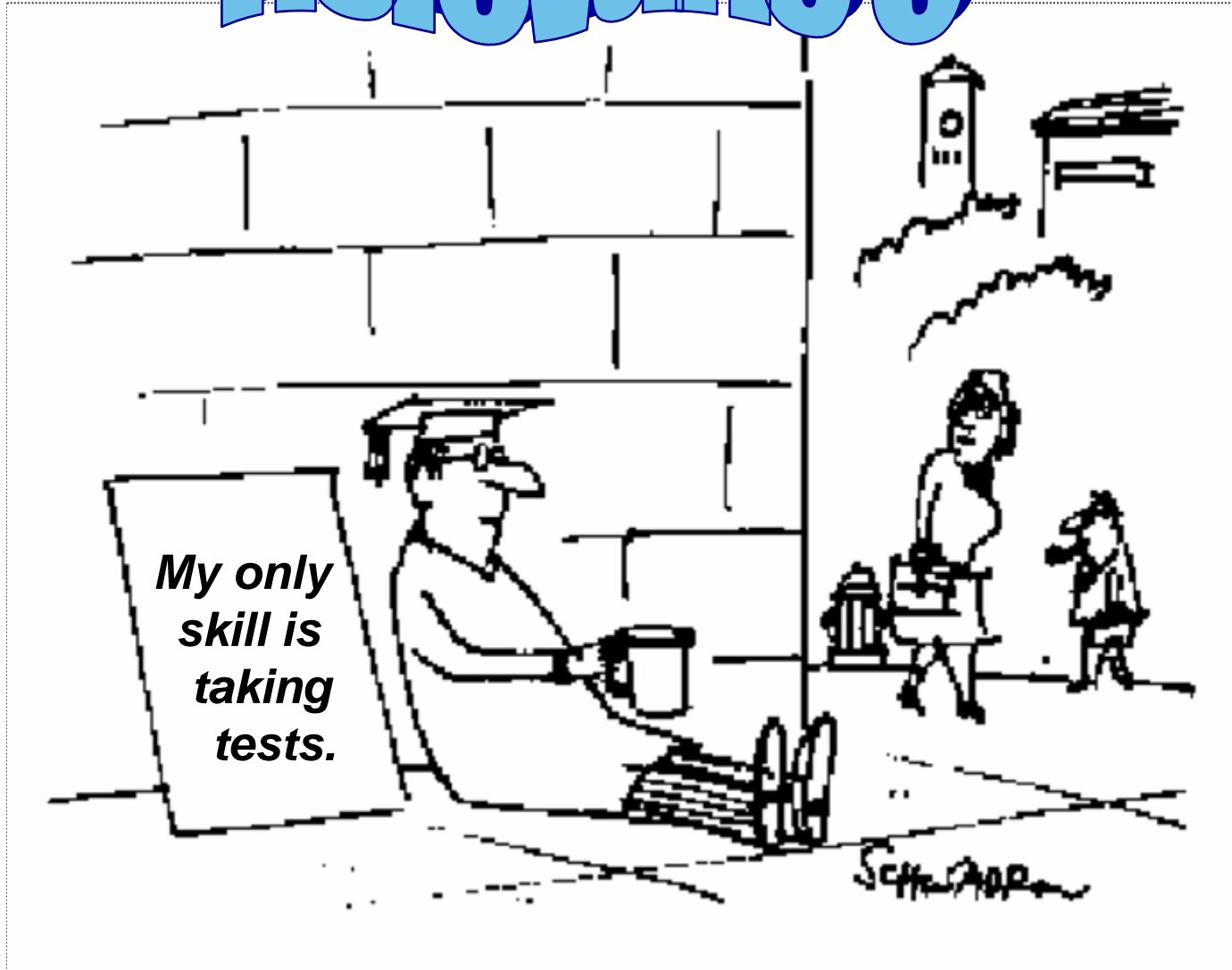
Impacts economic development in Arizona
and the United States

Educate all students for global competition
The World is Flat



Thomas L Friedman

Relevance



**Interdisciplinary Application
Performance Based**

**Unique solutions to
real-world problems**

Relevance

**Meaningful to current and future industry
and community standards**

**Industry Standards
Technical Certifications**

**Sophisticated
Workplace**

***In the technological, information-based economy,
workers must be able to apply high-level,
integrated academic skills on the job***

CTE Delivery System

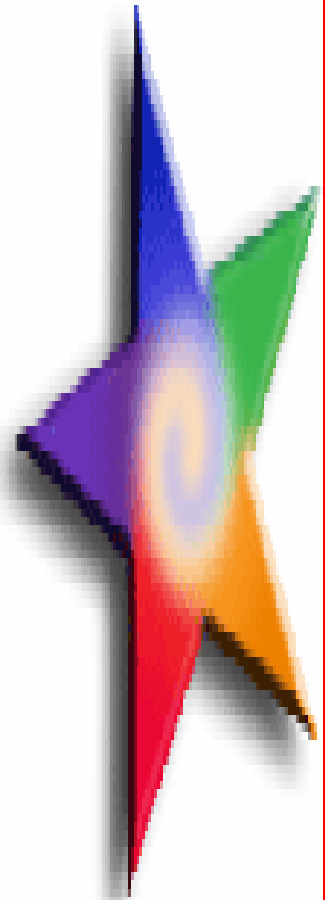
A Call to Action:

extraction

Road Map
for the Future of
CTE in Arizona

Vision: *Ensure a dynamic workforce by fully developing every student's career and academic potential.*

Mission: *Prepare Arizona students for workforce success and continuous learning.*



<http://www.ade.az.gov/cte/>

CTE Delivery System: Gaining Traction

- [CTE Delivery System Frequently Asked Questions - Coming Soon!](#)
- [Implementing Three Strategic Goals 11/05 PPT](#)
- [ADE Implementation Timeline for Career Exploration 11/2/05 PDF](#)
- [Reviewing FAQ Related to Professional Development and Technical Assessments 10/05 PPT](#)
- [Arizona Comprehensive Career Development System 10/26/05 PPT](#)
- [Rationale Paper for Career Exploration 10/11/05 PDF](#)
- [Link to Rigor and Relevance Presentation 6/05 PPT](#)
- [2005 Draft Assessment Resource Chart Revised 4/13/05: Excel PDF](#)
- [DRAFT Sample CTE Program 3/28/05](#)

CTE Delivery System: A Call to Action

- State Board of Education Approved CTE Strategic Goals 3/28/05
- State Board of Education Approved Key Concepts 3/28/05
- State Board of Education Approved CTE Core Values, Mission and Vision 3/28/05
- Arizona High School Renewal and Improvement Initiative 1/05
- Interested in CTE Assessments 7/04
- Transitioning to Assessments 1/04 [PPT](#)
- The Future of CTE Committee Presentation 7/19/03 - PPT
- Research Project Report Summary and Recommendations 5/15/03
- Arizona CTE Delivery System Project Report 05/15/03

CTE Curriculum Framework

- Targeted Dates for Release of CTE Standards 10/20/05
- Career Exploration
- Career Preparation

CTE Facts Newsletters

- [Link to 2004-2006 CTE Facts Newsletters](#)



Arizona's New CTE Delivery System

[Home](#)
[CTE Programs](#)
[About Tech Prep](#)
[Academic Standards](#)
[Career Pathways](#)
[Directory](#)
[Newsletter](#)
[Cool Links](#)

Career Exploration and Career Preparation Standards are to be implemented in the school year 2007-2008.

Career Exploration Grades 7 through 9

Students will explore careers and attain academic and technical skills in the following foundational areas:

- Sixteen Career Clusters/Six Career Pathways
- Four to six year career plan
- Academic foundations
- Communications
- Problem solving and critical thinking
- Information technology
- Organizational systems
- Safety, health and environment
- Leadership and teamwork
- Ethics and legal responsibilities
- Employability and career development

Career Preparation Grades 10 through 12

Students will have an opportunity to prepare for careers by:

- Enrolling in CTE programs reflecting current labor market projections in Arizona
- Achieving academic standards including reading, writing, math, and science embedded in CTE programs
- Attaining industry-validated standards
- Completing technical assessment options identified for CTE programs
- Enrolling in CTE programs with curricular flow articulation to postsecondary education

Listed below are downloadable files related to Career Exploration Grades 7 through 9.

Click here for a [description](#) of what each file contains.

Scope & Domain *2005* (pdf/26 pgs.)

- Cover
- Overview
- Program Description
- NCD Guidelines
- SCANS Skills
- Design Team

[Download](#)

Standards/Measurement Criteria *2005* (pdf/3 pgs.)

[Download](#)

Instructional Resource List *2005* (pdf/11 pgs.)

[Download](#)

Evaluation Tools *2005* (pdf/8 pgs.)

[Download](#)

Standards Checklist *2005* (Excel/6 pgs.)

[Download](#)

**Standards Crosswalk to Arizona
Academic Standards *2005* (pdf/304 pgs.)**

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**Guide to Arizona
Academic Standards *2005* (pdf/85 pgs.)**

[Download](#)

CTSO Information *2004* (pdf/4 pgs.)

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COMPLETED PROGRAMS

[Agricultural Business Management - Agriscience](#)

CIP CODE

01.0100

Options

[Agribusiness Systems](#)

01.0100.90

[Animal Systems](#)

01.0100.40

[Environmental Services Systems](#)

01.0100.00

[Food Products and Processing Systems](#)

01.0100.20

[Natural Renewable Resources Systems](#)

01.0100.50

[Plant Systems](#)

01.0100.30

[Power, Structural and Technical Systems](#)

01.0100.60

[Industrial Production Technology/Technicians](#)

15.0600

Options

[Metals Manufacturing](#)

15.0600.30

[Plastics Manufacturing](#)

15.0600.40

[Principles of Engineering](#)

15.0600.50

PROGRAM STANDARDS (final draft)

A Call to Action:

*Gaining **Traction***

Road Map

for the Future of
CTE in Arizona

CTE Comparison

1987 The Arizona Model for Vocational Technological Education

1. X
2. X
3. X
4. X
5. X
6. X
7. X
8. X

Similarities

1. X
2. X
3. X
4. X
5. X
6. X
7. X

2007-2008 CTE Delivery System

1. X
- X
- X
- X
- X
- X
7. X
8. X

Local Director Meeting October 11, 2005
Strategic Goal #2: Implement a new delivery system for Career and Technical Education
reflecting commitment to rigor and relevance

Group 1	Definitions of Rigor	Definitions of Relevance	Implementation
	<ul style="list-style-type: none"> • High Standards • Implementing higher order thinking • What do we want the students to know and how do we know • How do we know they got it and what will we do if they don't get it 	<ul style="list-style-type: none"> • Application of academics in CTE • Workplace applications • Relevance is the why 	<ul style="list-style-type: none"> • Integration of academic standards • Common assessments • Writing in-services • Reading in-services • Math in-services
Group 3	<ul style="list-style-type: none"> • Challenging • Detailed 	<ul style="list-style-type: none"> • Practical • Relative to life/connection to content 	<ul style="list-style-type: none"> • Working together • Mapping Curriculum • "CAP" implemented a rigorous training with all staff for mapping state standards in curriculum
Group 5	<ul style="list-style-type: none"> • Move to quadrant D (No Solution) • Solve problems • Move to level 5 + 6 on Bloom's Taxonomy • Increase difficulty & scope of content 	<ul style="list-style-type: none"> • Mastering skills that can be applied to field of study for success 	<ul style="list-style-type: none"> • None
Group 6	<ul style="list-style-type: none"> • Tougher • Vigorous • High Standards 	<ul style="list-style-type: none"> • Pertinent to workforce development • Meaningful application for today's/tomorrow's needs 	<ul style="list-style-type: none"> • Model conferences • Collaboration days • In-service days • Teachers attend workshops on new CTE curriculum
Group 7	<ul style="list-style-type: none"> • Getting teachers to extend expectations by focusing on high level competitions • Some courses have college performance expectations 	<ul style="list-style-type: none"> • Small projects leading to a business plan • CTE courses must be tied to actual of work 	<ul style="list-style-type: none"> • Department-wide training inclusive of all teachers
Group 8	<ul style="list-style-type: none"> • Depth you explore a topic • Support basic academic goals of schools (i.e. support AIMS scores improvement in reading, writing, math) • Apply technical training to academics 	<ul style="list-style-type: none"> • Practical application of academics with vocational 	<ul style="list-style-type: none"> • Use JTED money to support joint classes in CTE and academics
Group 9	<ul style="list-style-type: none"> • Challenging dynamics • Integrate CTE competencies and academic standards • Stimulating 	<ul style="list-style-type: none"> • Applicable to real life situations current, dynamic, has to do with what we're doing • Value 	<ul style="list-style-type: none"> • Attend Bill Dagget & implement • Purchased tech material lesson plans, cooperative learning units

Local Director Meeting October 11, 2005
Strategic Goal #2: Implement a new delivery system for Career and Technical Education
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Group 10	<ul style="list-style-type: none"> • Intensity of the subject • Degree of difficulty to match expectations in the field • Urgency 	<ul style="list-style-type: none"> • Actual application 	<ul style="list-style-type: none"> • Mapping curriculum • Work based experiences-planning for students • Job shadow
Group 11	<ul style="list-style-type: none"> • Tough/challenging • Not fluff • Contextual lab real world 	<ul style="list-style-type: none"> • Means something to the real world "What I am going to live?" • Immediate application not fictional 	<ul style="list-style-type: none"> • Teaching to make the bar higher • Teachers may lack confidence • Must teach the teachers to have more confidence in their students • Must challenge students
Group 12	<ul style="list-style-type: none"> • Challenging • Teach in depth, not more, and give students critical skills 	<ul style="list-style-type: none"> • Being able to tie CTE standards, Academic standards and the world to work 	<ul style="list-style-type: none"> • Professional Development • District time to gain knowledge
Group 13	<ul style="list-style-type: none"> • Strength of program • High standards • Challenging industry standards 	<ul style="list-style-type: none"> • Contextual • Experiential • Application • Industry standards 	<ul style="list-style-type: none"> • Workshops rolling out new curriculum • Teacher participation w/advisory boards • Visits of teachers to industry • Teaching teachers to assess student learning
Group 14	<ul style="list-style-type: none"> • Get to AIMS standards • Elevates teachers/teaching • AIMS supports this 	<ul style="list-style-type: none"> • Engage students in why subject/content are important • Where there are program applications 	<ul style="list-style-type: none"> • None
Group 15	<ul style="list-style-type: none"> • Challenging • Takes student to new level of knowledge 	<ul style="list-style-type: none"> • Aligned with industry standards/expectations • Student can relate instruction to real world experiences 	<ul style="list-style-type: none"> • Teachers need opportunities for industry update ongoing contact
Group 16	<ul style="list-style-type: none"> • Thorough (Oxford) • Strict inflexible unrelenting (Webster) 	<ul style="list-style-type: none"> • Preparing students to make decisions in unpredictable situations (Dagget) 	<ul style="list-style-type: none"> • Connection w/business is really important • Industry certification for teachers
Group 17	<ul style="list-style-type: none"> • Higher order thinking skills on Bloom's Taxonomy 	<ul style="list-style-type: none"> • Applying to practical experiences (i.e. new exposure to a situation) 	<ul style="list-style-type: none"> • In-service • Dagget Workshops • Reading coaches for the six traits for all CTE teachers • Curriculum Frameworks integrating all academic components into the

Local Director Meeting October 11, 2005
Strategic Goal #2: Implement a new delivery system for Career and Technical Education
reflecting commitment to rigor and relevance

Group 18	<ul style="list-style-type: none"> • What 	<ul style="list-style-type: none"> • So what 	classroom <ul style="list-style-type: none"> • Math integration workshops through TechPrep for CTE instructors
Group 20	<ul style="list-style-type: none"> • Performance based • Challenging • Industry standards 	<ul style="list-style-type: none"> • Who, what, why? • Directly related or applied to industry standards either applied or developmental 	<ul style="list-style-type: none"> • We need to answer the “now what” • In-services/workshops conferences • Curriculum mapping • Need to address the issue of time for teachers to implement • Need to sell-it is systemic change • Rigor and Relevance is here to stay
Group 21	<ul style="list-style-type: none"> • For academic introduction • Teaching an applied science • Application of theory • Developing critical thinking skills • Allows student to solve problems • Strengthen program 	<ul style="list-style-type: none"> • Freelancing in context in life-long learning • Applying knowledge to real world 	<ul style="list-style-type: none"> • Have a plan • Need authentic assessment • Flexibility • Training deadlines • Clearly articulated training and development with deadline for completion and implementation
Group 22	<ul style="list-style-type: none"> • Actively involved • Challenging • Strengthen • Determination and focus and emphasis on meeting certain standards 	<ul style="list-style-type: none"> • Highly qualified • Current • Work based learning activity 	<ul style="list-style-type: none"> • Workshop in curriculum • Teaching teacher to apply learning
Group 25	<ul style="list-style-type: none"> • Challenging real world application 	<ul style="list-style-type: none"> • Relates to knowledge application in real world unpredictable situations 	<ul style="list-style-type: none"> • Summer conferences • In-service • Manual for new teachers